

DOCUMENT RESUME

ED 144 712

PS 009 585

TITLE Home Visiting Handbook.
INSTITUTION Jefferson County Public Schools, Lakewood, Colo.
PUB DATE [76]
NOTE 32p.; For related documents, see ED 122 954-956

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS *Home Visits; *Parent Education; Parent Participation; Parent School Relationship; *Preschool Children; *Program Descriptions; *Screening Tests; Teacher Aides

IDENTIFIERS Denver Developmental Screening Test

ABSTRACT

This handbook describes the home visiting program of the Jefferson County, Colorado public schools, in which teacher assistants, under supervision of the head teacher, visit parents of the children they are responsible for in the preschool center. Section I is an overview of the goals and purpose of the program. Section II describes the program in detail, focusing on the three kinds of visits made: (1) the first visit, during which a developmental screening test is administered; (2) ongoing home visits for families identified as most likely to benefit from continued contact; and (3) the final visit at the end of the school year, reviewing progress made by the child during the year. Section III discusses the attitudes and techniques needed for successful home visiting. (Author/SB)

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HOME VISITING HANDBOOK



JEFFERSON COUNTY PUBLIC SCHOOLS

EARLY CHILDHOOD EDUCATION

HOME VISITING HANDBOOK

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HOME VISITING HANDBOOK

An Initial Word

This handbook is a reflection of the Jefferson County Early Childhood Education Program's experience in home visiting. The home visiting part of the program began in 1971 and has been going strong ever since. Parent participation has always been high, with only a handful of parents not welcoming the teacher assistants in the home over the years. Parents have appreciated both the good feeling they have towards the school as a result of the visits and the excitement of their children when the teacher comes to their house. For some parents, the home visits were the source of help and support that was not available any place else.

The Early Childhood staff has gained a great deal from the home visiting program. For some teachers, the visits gave insight into a child's behavior that resulted in a positive plan of action. For others the visit broke the ice with a shy child so that he could benefit from the preschool program in a fuller way. The screening procedure and the close personal contact helped the teacher assistants to identify problems and needs that may have otherwise gone unnoticed.

Two trends in the past few years give an indication of the success of the home visiting program. Many parents who have participated in the preschool program have wanted to continue their close association with the school as their children moved on to kindergarten and first grade, and they have helped to get parent involvement programs started in the elementary schools. Based on the success of the preschool home visiting

program, a number of kindergarten teachers have begun to use this technique. Home visiting is part of the district's extended day kindergarten, and is carried out on an optional basis in the regular kindergarten program.

The handbook begins with a discussion of home visiting and parent education, and how home visiting can help accomplish the goals of parent education. The second section of the handbook describes the home visiting program in detail, focusing on the three kinds of visits that are made. Section III is a more general discussion of the visiting process, expanding and elaborating on the attitudes and techniques needed for successful home visiting.

Our experience has convinced us that home visiting is an important adjunct to the school program, and that it helps us to meet the goals of our program.

I. HOME VISITING AND PARENT EDUCATION

"Added Dimensions to Parent and Preschool Education" is a multifaceted program within the Jefferson County Public Schools, combining a pre-school experience with early screening for 3 and 4 year old children, and several forms of involvement for their parents. The rationale for the emphasis on parent education stems from the belief that parents are the child's first and most effective teacher, and that the school should demonstrate it's acceptance of this belief by providing a program that encourages parent involvement and helps parents to meet the demands of parenthood.

The goals of the parent education program include the following:

1. To provide support to parents in their parenting role by
 - a. making parents aware of their importance as their child's first and most important teacher.
 - b. providing information on normal child development, and thereby helping parents achieve realistic expectations for their child.
 - c. helping meet the emotional needs of some parents.
2. To institute a spirit of partnership between the home and the school at the outset of a child's education.

In the past, these goals were achieved through informal means. Extended families were the rule, and young parents could tap the experience and wisdom of their family members. Many young parents had served an apprenticeship in parenting, as they helped care for younger siblings, nephews and nieces.

The barriers between home and school that we often find today, did not always exist. Teachers lived within the school community, and were a vital part of community life. Home visits were a natural extension of the school's concern, and helped to bring about a spirit of cooperation and shared purpose between parents and the schools.

As the contours of our society changed, extended families were replaced by nuclear families, and many of these were headed by a single parent. The informal support system that had sustained parents before, began to wither, and little was available to fill the void.

The growth of cities and suburbs helped to make the schools more remote, and parents often felt alienated from the educational establishment, not knowledgeable enough to question the "experts" and powerless to change the course of things. At the same time, many schools did not make parents feel welcome. "Leave the teaching to us", or words to that effect, was the message given to many when help was offered. It is not surprising that apathy grew and that parents became less involved in the education of their children.

A growing emphasis on parent involvement grew out of these trends toward isolation and alienation. In the 1960's, the role of parents

emerged as an issue in education. Federally funded programs mandated parent participation on advisory boards, while programs such as Head Start had provisions for parents to work in the classroom.

Research in early childhood highlighted the crucial role the early years play in the child's development, and programs were developed to help parents help their children and to capitalize on the parent's role as teacher.

Drawing on the positive effect that home visiting has been shown to have, it was decided to incorporate it into the "Added Dimensions to Parent and Preschool Education" program. Rather than concentrating only on the cognitive area, the program sees the home visiting component in a broader light, as a powerful and effective means of bringing parents and the school together. It provides the person-to-person contact that is often missing in our dealings with institutions. A home visitor is making the extra effort that shows that the school's interest in the child is genuine and sincere. By meeting the parents at home, where they are most comfortable and secure, the home visitor has an easier time removing barriers, establishing rapport, and maintaining an attitude of partnership with the parents. This broader view allows the home visitor to meet a variety of program and parental needs.

The home visits are conducted by the teacher assistants, under the supervision of the head teacher. They visit the homes of those children they are responsible for in the center. Inservice training in home visiting techniques and in the administration of the Denver Developmental Screening Test are required. If the teacher assistant

meets a difficult problem, or needs additional resources, the head teacher is called upon for help.

The first home visit occurs early in the school year. It is the occasion for a sharing of information between the home and school and for the administration of the Denver Developmental Screening Test. Every preschool family is visited. Selected families receive visits throughout the year. These are geared to the particular needs of these families. At the end of the year, every family is visited again. This final visit gives the parents and the teacher assistants the opportunity to discuss the progress they have seen the child make over the year.

II. THE THREE KINDS OF VISITS

The First Home Visit Developmental Screening in the Home

Because it is becoming increasingly clear that early screening for developmental delays can have profound benefits for young children, it was decided to incorporate a screening process in the Parent and Preschool Education program. Through screening the teacher gathers valuable information about the level of functioning for each child. This helps the teacher plan an appropriate program to meet his individual needs. If a child has significant developmental delays, the teacher can call on other resources, both in or out of the district, for further evaluation.

Every child in the program is screened during a visit to his home. The home visit is a particularly appropriate occasion for doing a developmental screening. It gives the teacher assistant a clearly defined purpose for the first visit, and emphasizes that the child is the focus of concern and interest that is shared by both the parents and the school. While the idea of bringing the child to the center for testing might disturb some parents, the home screening helps to remove negative feelings about testing and helps to make the parent and child as comfortable as possible.

In order for a screening instrument to be effective in our program, it has to meet the following criteria:

1. It has to be brief.
2. It cannot require expensive or complicated equipment.

3. It has to have high reliability and validity.
4. It has to assess the progress of development, not IQ or achievement.
5. It has to be possible for paraprofessionals to administer.

The Denver Developmental Screening Test has been chosen as the screening instrument for our program, since it meets all of the above criteria. It is a simple tool that is successful in discovering children with developmental problems. In around twenty minutes, the teacher expects the child to perform developmental tasks in four sectors:

1. Personal-Social

These tasks indicate the child's ability to get along with people and to take care of himself.

2. Fine Motor-Adaptive

The child completes tasks that indicate his ability to see and to use his hands, to pick up objects and to draw.

3. Language

These tasks show the child's ability to hear, follow directions, and to speak.

4. Gross Motor

The ability to sit, walk, and jump is assessed

The preschooler is rated on tasks such as buttoning his clothing, copying a circle, building a tower of four cubes, following directions, giving his first and last name, balancing on one foot, and jumping in place.

Since the test is appropriate for screening children from birth to six years, three months, there are 105 items. But no child is asked to complete all of the items on the test. The teacher assistant begins testing with items below the age of the child, and works up to his age, continuing to test upward until he has three failures in the area being tested. Most of the items are scored by observing the child in action, but some are scored by parental report.

The test is scored easily, and the results are immediately available so that the parent and teacher can discuss them at the conclusion of the visit. The results are not judgmental but indicate whether the child is developing age-appropriate skills.

The test rates each performance as normal or as delayed. If a child fails an item which 90% of the children normally pass at a younger age, his performance is scored as a delay. In general, a child with two or more delays in two or more sectors receives an abnormal rating. It is necessary that the child be retested in two or three weeks to confirm the rating and that a follow-up evaluation be planned. A questionable rating is given to a child who scores two or more delays in one sector, and he should also be rescreened before planning a follow-up. Sometimes a child will not cooperate and refuses to complete a large number of tasks. He is scored as untestable and should be rescreened in several weeks. All other test results are scored normal.

A small kit of inexpensive items including one inch square blocks, a small bell, and a tennis ball is used in giving the Denver Developmental Screening Test.

The test developers have gone through a careful standardization procedure, and have established high degrees of reliability, both between tests given to one child and between testers. The results correlate well with both the Stanford-Binet and the Revised Bayley Infant Scales.

The predictive validity of the test was demonstrated by following a sample of children tested in preschool for up to 6 years. It has been documented that the DDST is a good predictor of later school problems. In one study it predicted school status better than the Stanford-Binet. A second study showed that 89% of the children in the sample with abnormal screening results and 63% with questionable results suffered school problems five to six years later.

The training process, including the administration of practice tests, takes twenty hours. Training materials include a self-teaching manual/workbook, and a set of training films.

For further information about the Denver Developmental Screening Test, please contact

W. K. Frankenburg, M.D.
University of Colorado Medical Center
Container C233
4200 East 9th Avenue
Denver, CO 80262

The DDST home visit is an excellent time to address a number of other topics with parents. A description of the preschool program is a logical sequel to a discussion of the screening results. Parents might be particularly anxious to know how the program will take into account the strengths and weaknesses of the child. The

parent may begin to express concerns about behaviors and ask for further sources of information about development. The teacher assistant and the parent may begin a dialogue about the expectations they have for the child during the preschool year. It would be impossible to list all of the directions in which the conversation could move, so it is important for the teacher assistant to be responsive to the parent and to allow time for the parent to express the concerns, hopes, interests and questions he or she might have.

Ongoing Home Visits

After a first round of home visits has been made, it is time to reflect about which families would benefit from additional home visits. In an ideal world, it would be wonderful to visit with families on a regular basis throughout the year. In fact many programs forego the center program for a totally home-based approach, e.g., Home Start. But for a large, public school program, the reality is that there is not enough time or money to have ongoing visits with all families. The center staff must determine who will receive additional visits by identifying the families they think have the greatest needs and by giving families the chance to request visits.

It is difficult to give a list of all the reasons for having ongoing home visits. In a program with comprehensive goals, such as this one, the reasons for ongoing visits will be varied and quite dependent on the characteristics of the community and the staff. Community variables such as rural, suburban, or urban setting, socioeconomic status and ethnicity and staff variables such as the training of the home visitor and availability of support services will influence the direction in which the home visiting program will go. In addition, the individual traits of parents, children and staff members will influence the way in which visits will be carried out.

The staff must look at two factors when planning home visits. One is the range of possible reasons for ongoing home visits and the other is the range of problems that the home visitor is equipped to handle and the roles that she feels comfortable filling.

Let's consider the following list of reasons for ongoing visits:

Visits can be held to

1. help the parent deal with developmental delays through helping the parent to teach the child at home.
2. help the staff better understand the child's behavior by seeing him in his home environment.
3. help ease a child's adjustment to school.
4. help parents understand the basic principles of child development, so they can be more effective parents.
5. demonstrate a toy or game.
6. help parents learn about community services.
7. ease the loneliness of an isolated parent.
8. help the parent realize his own capabilities as a teacher for his child.

Feel free to add to the list as other reasons come to mind, but notice that the list does not include the provision of therapeutic services, the rating or judging of the quality of the home environment, or posing as an expert to tell the parent how to raise children. All of these are beyond the scope of the preschool staff, and are not valid reasons for visiting.

A second list to consider is the variety of roles the visitor can assume. The teacher might

serve as the following:

1. A family friend.
2. A bearer of information for the parent and/or developmentally oriented toys for the child.
3. A guide to community resources.
4. A student who can learn more about the child.
5. A model for the parent to follow.

Planning the ongoing visits becomes a dynamic process of choosing the appropriate purpose for the visit and the appropriate and comfortable role for the home visitor to assume.

Two case studies may help to clarify the above process.

Case I

The first home visit found Mrs. "C" busy meeting the needs of her three children, all under the age of five. Being new to the neighborhood and so busy, she hadn't met many people and had little relief from the many demands of her young family. After the Denver Developmental Screening Test, she talked and talked, ranging over many topics. When the home visitor left, Mrs. "C" thanked her several times for the visit.

The teacher assistant sensed the mother's need to talk to another adult. Mrs. "C" was very tied down and needed a sympathetic ear. A few ongoing home visits could help

ease the loneliness and isolation Mrs. "C" felt and could help her reach out into the community. By coming as a friend, and serving as a guide to the community resources the teacher assistant could meet Mrs. "C's" emotional needs, and help her become a more effective parent.

Case II

Mrs. "G" was very nervous during the administration of the Denver Developmental Screening Test. Her daughter, Janet, showed two delays in the fine-motor adaptive area. Her mother was concerned, and related examples of behavior that supported this rating. She was very anxious to do the right thing to help her daughter overcome this difficulty, but also seemed frustrated and upset about her daughter's problems. Her anxiety often resulted in her being impatient and critical of Janet. The teacher assistant felt that a series of visits would be very helpful to Mrs. "G" for two reasons. She could help Mrs. "G" deal constructively with Janet's development in the fine-motor area and could help her understand basic child development, so that she would feel less frustrated with Janet's behavior.

The teacher assistant felt most comfortable bringing an appropriate toy or game and modeling for Mrs. "G" how playing with it could help with Janet's fine motor development. Since Mrs. "G" was upset about the problem, it was felt an indirect approach to exposing her to new ideas in child development would be best, and the teacher assistant decided to model a variety of behaviors for her to use with her child.

The number of home visits a family will receive cannot be prescribed. It will depend on staff resources and the progress made with a family. By keeping a record of the results of each visit, the teacher assistant, consulting with the head teacher, should be able to make careful judgements about how many home visits a family should receive.

The Final Home Visit

The teacher assistant should plan to visit each child's home at the end of the school year. This visit has the purpose of reviewing the changes that the parents and teachers have observed in the child's behavior since the beginning of the school year. It gives the parents a chance to informally discuss the preschool year with the teacher assistant in a non-evaluative way. While this conference could be held at school, the home setting underscores the importance the school places on the parents' role in the education of their child. It also helps to put parents at ease, and to emphasize that this discussion is not an evaluation of the child. As the child continues on to kindergarten, the home visit serves to solidify the concept of the home and school working in partnership for the child.

There are several things that the teacher assistant can do to facilitate this visit.

1. The teacher assistant can prepare and send out a preconference newsletter to explain the purpose of the conference. This should emphasize that the visit is to discuss the changes that have occurred throughout the year, not to evaluate or rate the child. A newsletter will help insure that parents realize they are not being singled out for a conference, but that all families are receiving home visits.
2. The teacher assistant should be specific in her comments about the child. It is

helpful to take a folder of work the child has done throughout the year, and to show the parents a list of objectives that have been achieved. Thus the parents can view their children realistically and see their areas of strength and weakness.

3. It should be kept in mind that the goals of the parent education program include helping parents to be effective in their role as parents. This involves helping them to be aware of their own importance as teachers, and to help them have realistic expectations for their children. An excellent way to do this is to be positive about the child. The teacher assistant should emphasize what the child can do, not what he cannot do. She should point out how the parents can further the child's development, not what mistakes have been made in the past. The teacher assistant should strive for a conference that begins and ends on a positive note.
4. The teacher assistant should encourage a dialogue between herself and the parents. While the staff has been watching the child develop in school, the parents have been doing the same out of school. It is important to encourage the parents to talk and to share their insights. By listening attentively, by refraining from jumping in with all the answers, and by accepting the parent's ideas and suggestions, the school year can end on a note of cooperation and partnership.

III. "MUSTS" FOR SUCCESSFUL HOME VISITING

The title of this section of the Home Visiting Handbook suggests that a list follows of all the things one must do when home visiting. But this is not so, for home visiting requires a blend of qualities that are difficult, if not impossible, to quantify. These qualities underpin all of the specific skills that might be acquired by a home visitor. They dwell in the fuzzy world of attitudes, values and sensitivities. While it is easy to say "Be sensitive to the needs of parents" it is quite difficult to list ways a visitor can accomplish this without sounding trite or banal. It is easy to urge the visitor to refrain from imposing his own values on the family he visits, but very difficult to write a prescription for how to accomplish this. One approach to this problem would be to ignore attitudinal factors and concentrate on definable skills, but we might run the risk of producing a well trained technician who lacks the warmth and heart to become a truly successful home visitor.

Keeping the above in mind, let's begin to explore the qualities needed in home visiting. First on the list must be a genuine interest in people. Home visiting is a personal activity that involves close and at times intense relationships. Without an interest in people, the relationships are apt to become wooden and mechanical and not at all satisfying to either party. We have all bemoaned the presence in classrooms of teachers who seem not to like children, and are saddened by the lack of spirit and enthusiasm in these settings. A home visit by someone who seems not to like people will wind up in the

same way.

A second vital attitude concerns acceptance of the values, convictions and child-rearing practices of the family. It is important that the home visitor respect the right of the parents to rear their children according to their own principles. It is the home visitor's job to work within the family system and help bring about change gradually. This is often difficult to do, especially if the problems in the home are severe, or if the home visitor's background is very different from that of the family he is visiting. If the visitor can be honest about his own biases, and aware of how they might be affecting his relationship with the family, this task may be easier to accomplish. The goal for the home visitor is not to instruct the parent, but to serve as a sympathetic friend from the school. If the visitor approaches the parent in an authoritative way, the parent may feel threatened and distrustful. The visits will be much more successful if suggestions are made and alternatives offered so that the parent can choose the means of solving the problem that makes him most comfortable.

In many cases the home visitor helps the parent to identify and accept his situation realistically as a first step towards solving problems. This comes about through sympathetic listening, and being able to read between the lines to get to the unspoken needs. Through drawing on the strengths and competencies that the family does possess, and through gentle suggestions in appropriate places, parents can be helped to plan a constructive course of action. This kind of sensitivity becomes keener as the visitor becomes more skillful, and meets more and more

different situations. Maintaining an attitude of respect, warmth and caring will help this kind of sensitivity grow.

Teachers of young children have learned that helping children be successful goes a long way towards having them feel good about themselves. With a positive self-image, the tasks of later schooling become possible for almost all children. This principle transfers well when dealing with parents. The home visitor should recognize the strengths of the parents, and tell them when they do things well. Activities can be built around these competencies, so that confidence and self-esteem can grow. Above all, the parents must understand that it is all right to have a problem or to not have all the answers. This is easier to accept, when parents realize that they do do some things well.

In addition to establishing a positive attitude, there are some specific skills that the home visitor should have.

Pre-visitation activities

During the orientation sessions at the pre-school the head teacher should explain to the parents that home visits will be conducted. The purpose, duration and the time of year of the visits should be discussed, so parents know what to expect. An explanatory letter can be sent out as well, so that all parents will be contacted.

When the teacher assistant is ready to plan her home visiting schedule, a phone call should be made to each family to set up an appointment. In this call, the purpose of the visit should be stated, the approximate length of the visit

given and a time set up. Once the appointment for the home visit is made, the teacher assistant should try very hard not to break it. Being reliable is a way of expressing concern and respect. Being prompt is also of vital importance, and shows in another small way the home visitors interest in the family.

The teacher assistant should prepare for the home visit as he would for a class. All of the materials or equipment needed should be on hand. The goals for the visit should be clearly in mind, and the home visitor should have prepared a variety of methods and techniques to accomplish them.

"Icebreakers"

Even when both parents and teacher assistants are well-prepared for a visit, uneasiness may be present. A parent, in response to a question about her feelings about home visiting before visits were held, said she felt "awkward, put out, odd and at wit's end". Happily, the visits went well and the initial reaction was changed to one of great enthusiasm after participation in the program. But those feelings of awkwardness are not uncommon, and can be dealt with in several ways.

1. The DDST serves as an excellent vehicle for "breaking the ice". It gives a definite purpose for the first visit, focuses on the child, and opens the way to a discussion of the preschool program.
2. A sample of the child's work could be used as a springboard to discussion.
3. An appropriate toy or activity could be

brought to help involve both the child and the parent in the visit.

4. The teacher assistant could bring a "bag of tricks" with several interesting activities for the child to discover.
5. An appropriate pamphlet could be given to the family. Two excellent ones are
 - a. Fun in the Making # (OHD) 76-31, 55¢
U. S. Department of Health, Education and Welfare
Office of Child Development
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20202
 - b. Reading Begins at Home
American Library Association
50 E. Huron Street
Chicago, IL 60611
(1 copy free - 100 for \$5)
6. The teacher assistant could bring the materials needed for a family activity. Making play dough is an excellent home-visiting icebreaker.

The home visit gives the parents a chance to express their concerns and questions in a comfortable atmosphere. It is a time for the teacher assistant to gain additional insight about both the parents and the child and to help the parents to identify their needs. It is important that the home visitor make it as easy as possible for the parents to talk about the things that concern them. There are several things the teacher assistant can do to facilitate

this.

1. The visitor should view herself in the role of listener, rather than in the role of expert.
2. Open-ended questions that cannot be answered by a simple yes or no will encourage conversation.
3. Non-verbal behavior such as gestures and facial expressions, can communicate feelings and attitudes very clearly. The teacher assistant should be aware of the information she can gain as well as the information she communicates through expressions and gestures.

Keeping the home visit on schedule

Sometimes the teacher assistant makes careful plans for a visit, but finds that other concerns or events prevent her from carrying out those plans. When this is happening, the visitor has to deal with two sets of concerns - the parents' and her own. While a visitor must be sensitive to the immediate needs of parents (both spoken and unspoken), she must also try to keep the visit on target in order to respond to the long term needs of the family. It can be a difficult balancing task for the teacher assistant. If these two sets of concerns are not kept balanced, the visits will become less helpful and beneficial to the family. There are some things the home visitor can do to help keep this balance.

1. Parents should know in advance how much time is available for the visit.

2. The teacher assistant should be prepared with a specific activity and specific materials to help reach the goals for the visit.
3. She should try to plan a visit that will keep the interest of both the child and the parents so that the whole family will be involved.
4. The visit should be ended on schedule. Sometimes this is difficult if the parents want to talk. To bring a visit to a close, the teacher assistant could
 - a. summarize the visit.
 - b. suggest activities or techniques to try before the next visit.
 - c. set up a time for the next visit so that the discussion can be continued.

Handling difficult situations

When visiting families, situations will arise that are difficult for the teacher assistant to handle. A parent may ask for help that the visitor cannot provide, or the child's behavior may be particularly puzzling. If these situations arise, there are some important guidelines to help the visitor deal with them.

1. The home visitor fills the role of a friendly, helpful, sympathetic visitor from the school. She is not an expert and hence should not attempt to answer all questions and meet all needs.

2. The home visitor should always turn to the head teacher when help is needed.

3. The home visitor should be aware of the resources available in the schools and in the community, so that she can offer this information to the family when it is appropriate.

Confidentiality

As a good relationship develops between a family and a home visitor, information of a confidential nature may be shared. In this situation the home visitor must respect the family's privacy. If she feels the head teacher or other staff members need to know this kind of information, the parents should be asked if it can be shared with others.

Post-visitation activities

A record should be kept of each home visit. This information will provide a summary of the progress made, and help the teacher assistant plan for future visits. The forms on the following pages are useful for these purposes.

In some ways, a home visitor works in a closed system with little outside observation. Because the task is carried out in the home, and requires a close relationship between the family and visitor, it is not always appropriate to have another person come along to observe the visit. But evaluation is a very important part of the visiting process. By carefully reviewing a visit, much can be learned that will help make improvements in future visits. The home visitor should conduct the following self-evaluation which will help define her areas of strength and weakness.

TEACHER'S SELF-EVALUATION FOLLOWING A HOME VISIT

1. Was I genuinely friendly toward the parent?
2. Was I able to respond to the needs of both the child and the parent?
3. Did my own prejudices intrude upon the situation?
4. Did I talk too much?
5. Did I let the parent express himself freely enough?
6. Did I establish good rapport between myself and the parent? If not, why?
7. Was I a good listener?
8. Did the parent and I together really accomplish something that should prove helpful to the child?
9. Have I left the parent more encouraged and hopeful than when I came?
10. Have we established a basis of mutual understanding upon which further cooperative contacts can be planned and made?

HOME VISIT RECORD*
JEFFERSON COUNTY PUBLIC SCHOOLS

Prekindergarten Center
Teacher

Date	Family	Time Spent	Purpose of Visit	Activity or Discussion with Parent

*Facsimile of 8½ x 11 Home Visit Record Sheet

RECORD OF HOME VISIT

Preschool Center _____
Child's Name _____
Parent's Name _____
Teacher's Name _____
Date _____

Goals for Visit:

Length of Visit:

Materials Taken: (i.e., toys, reading material
for mother, etc.)

Reaction of child or parent to material:

Comments: